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HOME SCIENCE

IN

COMMUNITY DEVELOPMENT

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The Community Development Programme is an Epic in Action. By the very nature of its lofty conception, the programme calls for determined effort on the part of each one of us.

The success of the programme depends mostly, on the degree of co-operation extended by the womenfolk in implementing it. All those interested in Home Science Programme, Extension Service and Community Development, may find this publication useful.

H.S.3

PREFATORY NOTE

This little pamphlet has been brought out for the benefit of instructors entrusted with the responsibility of training Grama Sevikas in Home Science Extension Training Centres. It is also intended to tell the Grama Sevikas what they will be taught in the Training Centres and what is expected of them to be done in the villages when they go out on appointment. The nation-wide Community Development Programme aims at the intensive rural development envisaging a co-ordination of a number of activities. The object being to build the human being and the community as a whole, and raise the standards of life, it is obvious that whatever we do should reach every family in the block. The village women must be educated to assume useful social positions in the villages, so that they can take their place as self-respecting citizens of equal importance with their men. Thus any attempt at rural development without bringing in the women of the village completely into the programme, will be futile. By tradition, many items of work forming part of the household chores like caring for the house, preparing the food, caring for the young children and their needs pertaining to clothing, sanitation and health, and sending them to school have come to be defined as women's work in the household. It is not that men are not concerned with these, but due to the engagement of menfolk with their avocations either in the field or elsewhere, the ' Grahalakshmi ' or the woman of the house, assumes the immediate responsibility. In the same way, as the men in the village can be expected

to provide the leadership in many outdoor activities, the village women should be taught the fundamentals of Home Economics that will enable them to provide a healthier and happier home for their husbands and children, and provide leadership.

This pamphlet is intended to tell " What is Home Science Programme " and " How a Grama Sevika can work in the Village ". Under each of these headings, the various activities are represented diagramatically showing the whole of the programme in the chart on pages, followed by the segments in the chart representing the individual content of the programme. Explanatory notes are given opposite these charts and segments to enable both the teacher and the taught to understand it in a simple way.

Twenty-seven Home Science Wings are now functioning in all parts of India. Those concerned with the conduct of the Home Economics Programme must have a clear understanding of the object and the method. The Home Science Programme is concerned with all phases of the ordinary home living like housing, feeding, clothing children and the management of family resources, family relationship and community development. To achieve satisfactory results in the field, there must be close co-operation between the Grama Sevaks and the Grama Sevikas. As written by Dr. Douglas Ensminger in his book " A Guide to Community Development ", " it should be the objective of the Grama Sevak and the Grama Sevika by planning together and working closely with the villagers in their charge to guide each village in planning programmes for family living and village development. While certain types of activity will logically fall to the lot of one or the other, the objective should

be for both to be informed about the total family and village programme and for each to contribute towards the achievement of the total programme. Thus while a smokeless 'chulha' might be thought of primarily in a family programme and therefore the responsibility of the Grama Sevika to sponsor, in practice, the family, acceptance and assistance in its installation, will require the active assistance of the Grama Sevak. Likewise, while encouraging and assisting of cultivators to adopt a new seed variety, will be the primary responsibility of the Grama Sevak, the Grama Sevika, through her contacts with the women, can do much to create family interest in the new seed variety ". Many other items of work will similarly require the combined efforts of both.

I had the occasion to inaugurate and participate in the first regional seminar of Home Science Instructors held in July, 1957 at Bhavanisagar. Miss Aita F. Thomas, the Regional Extension Home Economist (South) prepared these charts for that occasion and I thought they may be utilised (with some modifications), with advantage to bring out a simple and illustrated pamphlet in colour, so that it can be understood by the teachers in the Home Science Wings, by the Grama Sevikas, who will have to work the programme in the villages, and above all, the village women themselves, who have to learn these things. With the kind concurrence of Miss Thomas, this pamphlet has been brought out in this form in English and Tamil. I express my gratitude and thanks to Miss Thomas for her efforts and thinking in this. It is my sincere hope also that everyone concerned will find this pamphlet useful.

M. G. RAJA RAM, I.A.S.,
Additional Development Commissioner, Madras.

PROEM

Along with the introduction of the Community Development programme in India it was realized that women must be taught ways of improvement in the home and in the fields where they live and work. The story goes that new methods of rice cultivation, called the Japanese Method, was first introduced in India. The women who worked in the rice fields were not happy about this improved method, because it was more difficult and it meant they must learn how to do something in a different way. As far as they could see, there was no need for a change. No one had taught them they can grow more and better rice by making a change in their method of planting. The men had been taught but the women had not been taken along. Also, it came to the minds of leaders that women, if taught properly, can increase the income of the family. A sanitation programme was launched. Latrines were built, but not used widely. Wells were dug and some were not cared for properly. Diets were poor, partly because there was not enough food, but also because cooking methods were not the best, and knowledge of how to grow foods, and plan diets was greatly lacking among village women. It was recognised that many problems in the home and family can be faced by the women if they were properly trained. Therefore, it became evident that training in Home Science should become a part of the Community Development Programme.

Twenty-seven Home Science Wings were added to selected Agricultural Extension Training Centres throughout the Indian Union for the purpose of training women—Grama Sevikas—how to work effectively in the villages for the improvement of the homes. Two of such centres are established in Madras State, one at Bhavanisagar and the other at T. Kallupatti.

What is the Home Science Programme ? Why should there be such programme ? What is its scope, are some of the questions constantly raised.

To answer first, why there is such a programme, it is best to relate the objectives of the Home Science Programme. They are : development of members of the family, improvement in Home living, i.e., in relationships, learning better ways of doing household work, improvement of the home environment, increasing family income, and improvement of women and children as members of the community.

To answer what is the programme, let us consider the words *Home Science Training Programme* separately. Home means, the family living together—not just the place where they live—but family members living together. Science means to be correct and exact. Training means information and " know-how ". Programme means an organised plan to reach objectives. Putting these interpretations together, we get

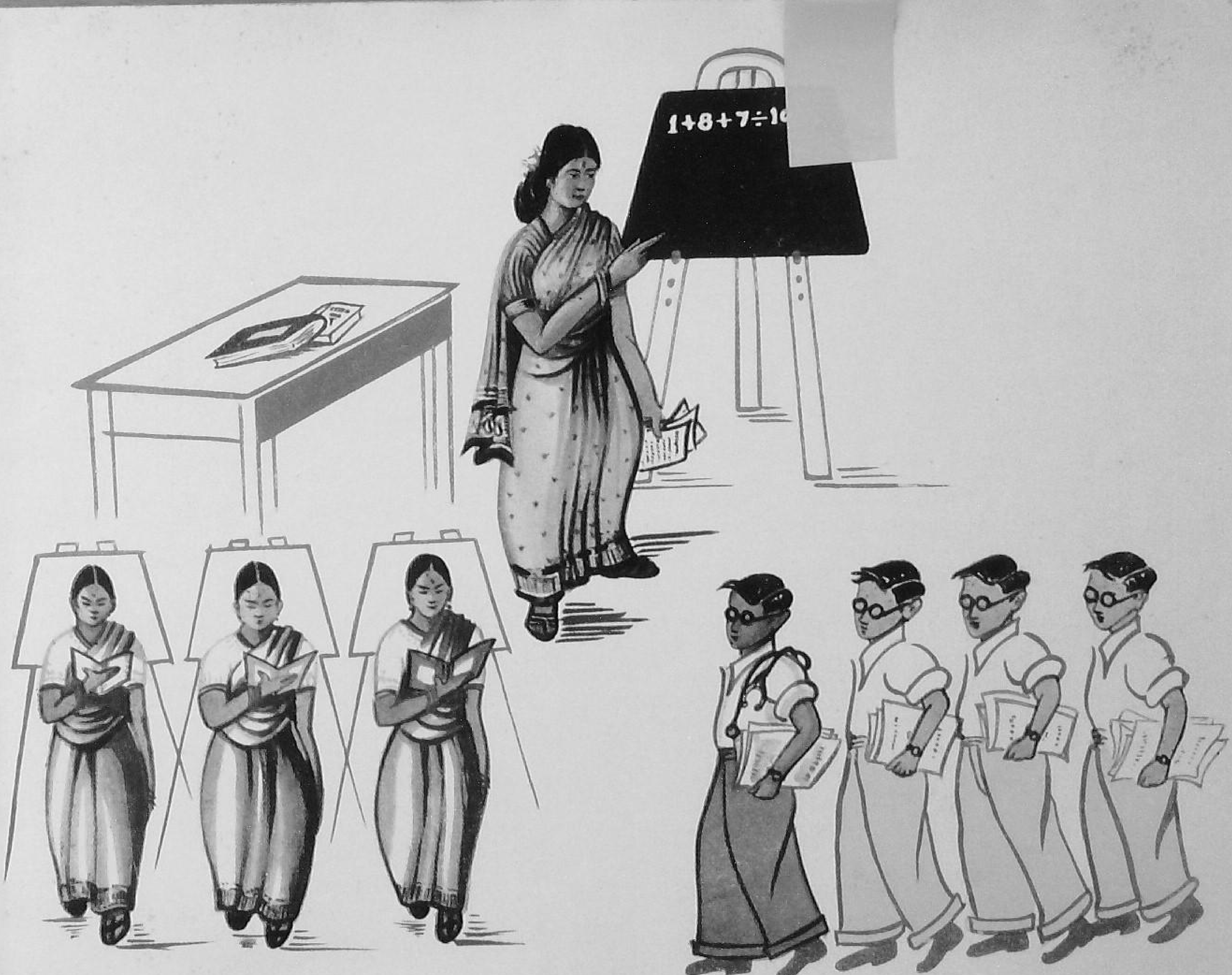
an organised plan
to teach correct information and exact know-how
for the purpose of solving family problems
towards living together happily.

The Grama Sevikas trained by the Home Science Wings all over the country are now in the villages. What can a Home Science Trained Grama Sevika do in the village ? How can she utilise her time most effectively ? These questions can best be answered by learning what is included in her Training Programme. What and how was she taught during her twelve months training period in the Home Science Wing ?

ALTA F. THOMAS,
Regional Extension Home Economist (South)

THE HOME SCIENCE WING AND THE INSTRUCTORS

The illustration represents, the Home Science Wing with the Instructors.—The Principal, three Instructors in Home Science subjects, and specialists from Extension Training Centre in gardening, agriculture, bee-keeping, dairying and co-operatives.—Other specialists, such as the Doctor who is located in the Centre also assist in teaching.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SUBJECTS TAUGHT IN HOME SCIENCE WING

THE TRAINING PROGRAMME

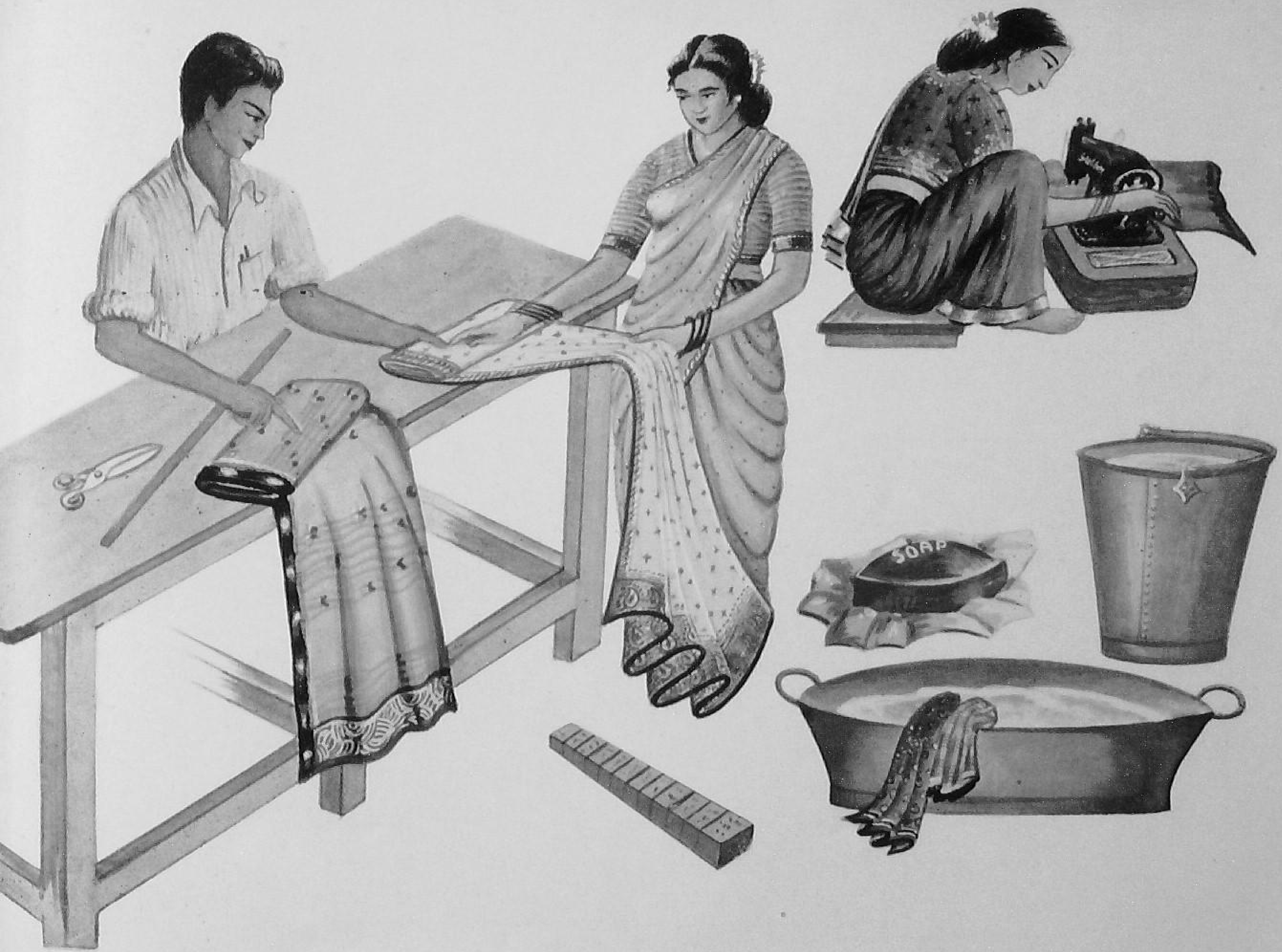
Section 1 is foods. Science has proven that the health of an individual and of a nation is dependent, among other things, on the food consumed. What are the foods necessary for good health ? What happens to the health of an individual, if he does not eat the foods his body needs ? What are the dietary deficiency diseases ? How can the diet be changed to combat them ?

In many kitchens in the villages, smoke fills the room when food is being cooked. The smoke damages the eyes and makes the room dark and people uncomfortable.

The cooking method often destroys food values. What are better methods of cooking ?

In the villages many people's diets are deficient because there is not enough food available every day in the year. Often, there is not enough money to buy foods that are available. Foods grow in seasons, therefore, at times there is a surplus supply and at other times no foods are growing. To assist in producing and having a better supply of foods daily, the Home Science Wing teaches trainees how to grow kitchen gardens, how to preserve foods, and how to buy foods most economically.

Section 2:—A second subject is clothing. How to select clothing which will last longer and be most attractive, how to save money by making clothing, how to care for clothing to make them last longer and keep their colour.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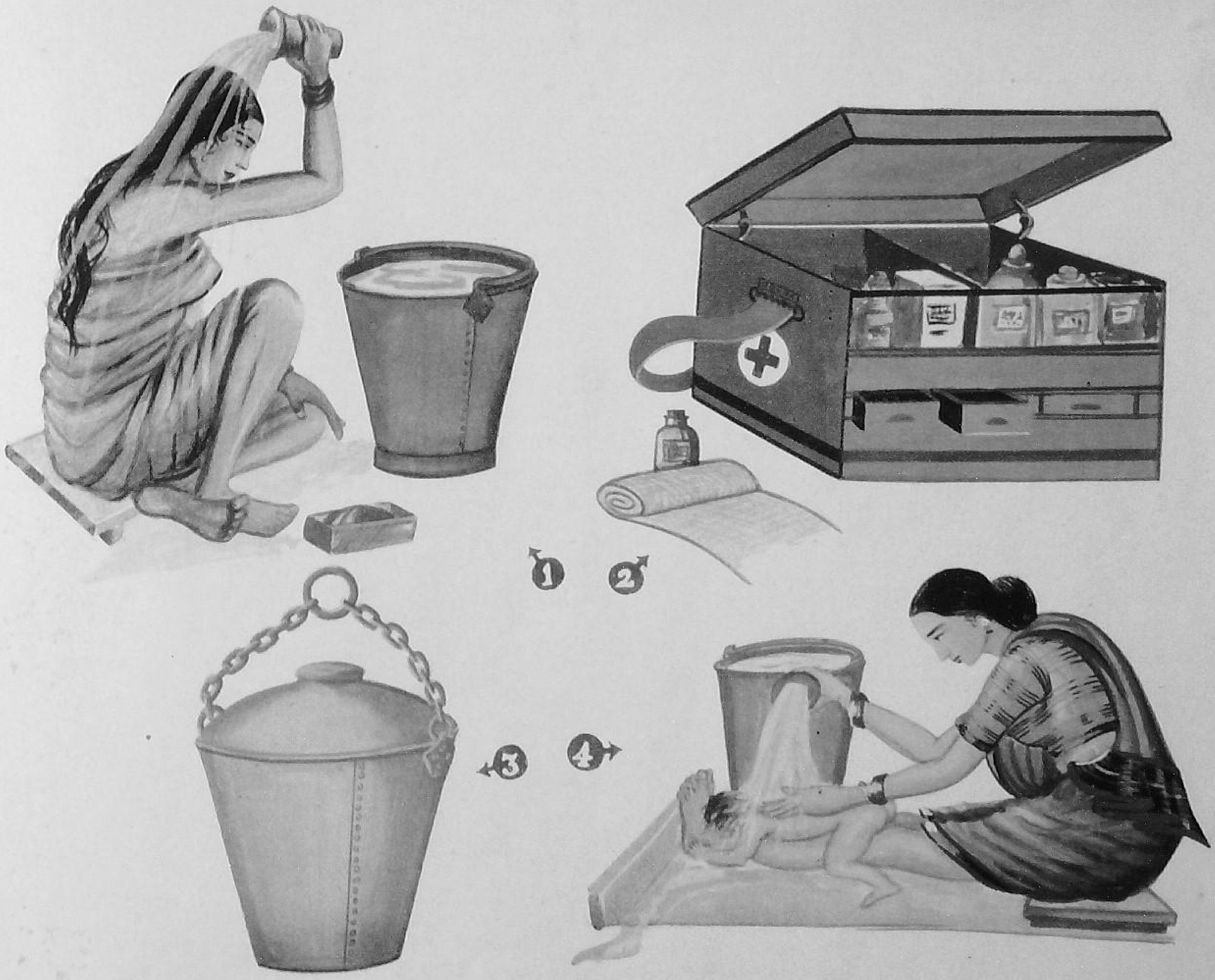
Section 3 :—A third subject is mother and child care. Of importance to the health of the pregnant woman is the food she eats. What special foods should she include in her diet ?

Another phase of this subject is parental care. How mother should care for the baby.— A third phase which is taught in mother and child care, is medical care for mother and babies— encouraging mother to go to health clinics and follow advice of Health Doctors and Nurses. The last phase of this subject is suggested by this sickly child—that is, how to care for sick children in the home, and how to recognise childhood diseases and deficiencies.

Section 4 :—The fourth subject is housing and home management. Improving the House inside and outside. Inside improvement such as shelves on the walls which raise kitchen equipment and some foods, off the floor where they can be kept cleaner. Outside improvement may be windows cut into the house to allow stale air to escape and fresh air and light to enter. Management in the home includes many facets such as using the income to the best advantage of the family and learning to plan and work to save time. How to keep the house clean and orderly and how to make and use household equipment is also taught.

Section 5 :—The fifth subject,—Health and Sanitation includes such phases as personal hygiene, first aid, and environmental sanitation. The latter is represented by the Garbage Bin that has a top on it and is suspended on a chain to keep flies and animals from garbage. How to bathe the baby and to prevent its being exposed to diseases that are spread in filth is an important phase of this subject.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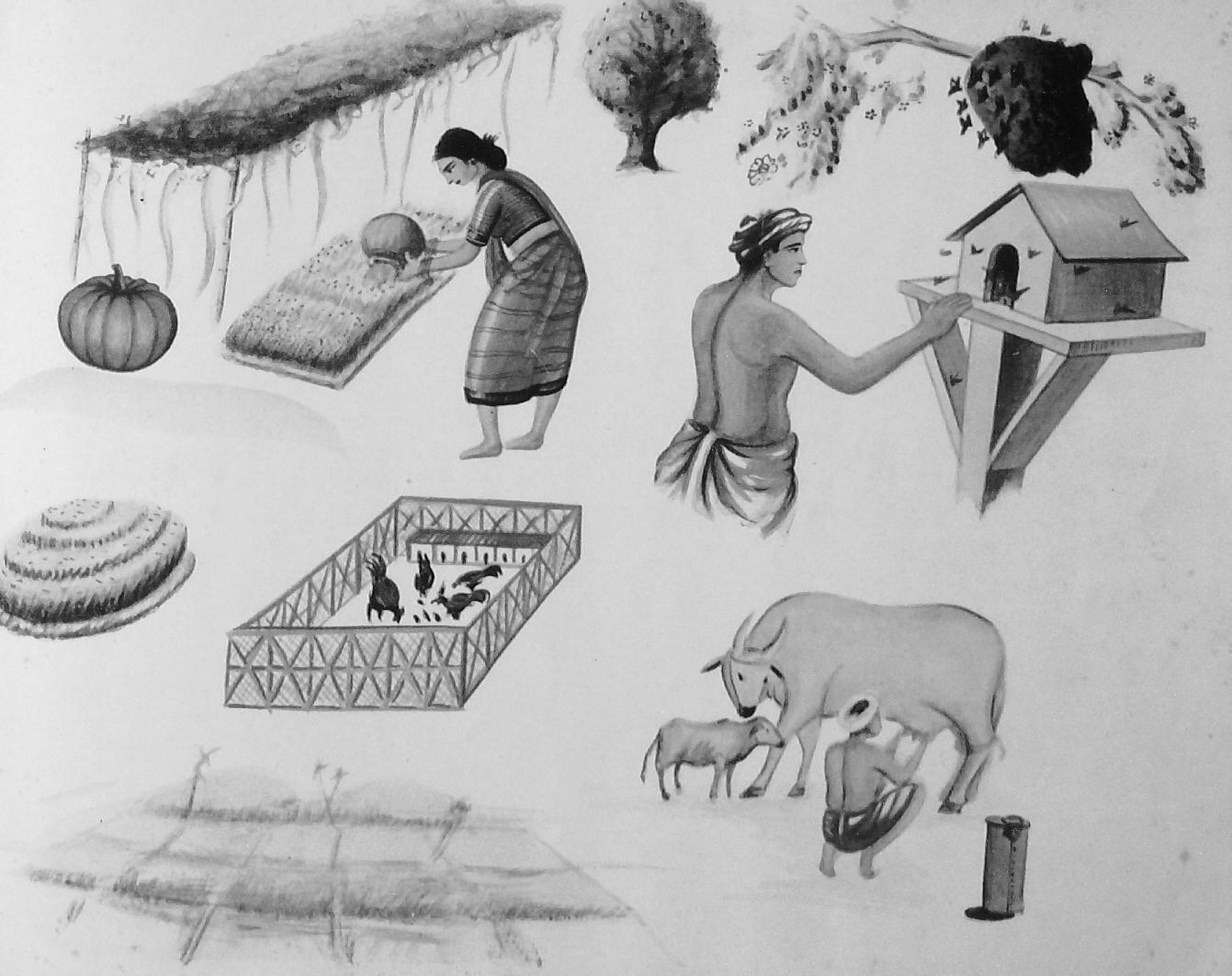
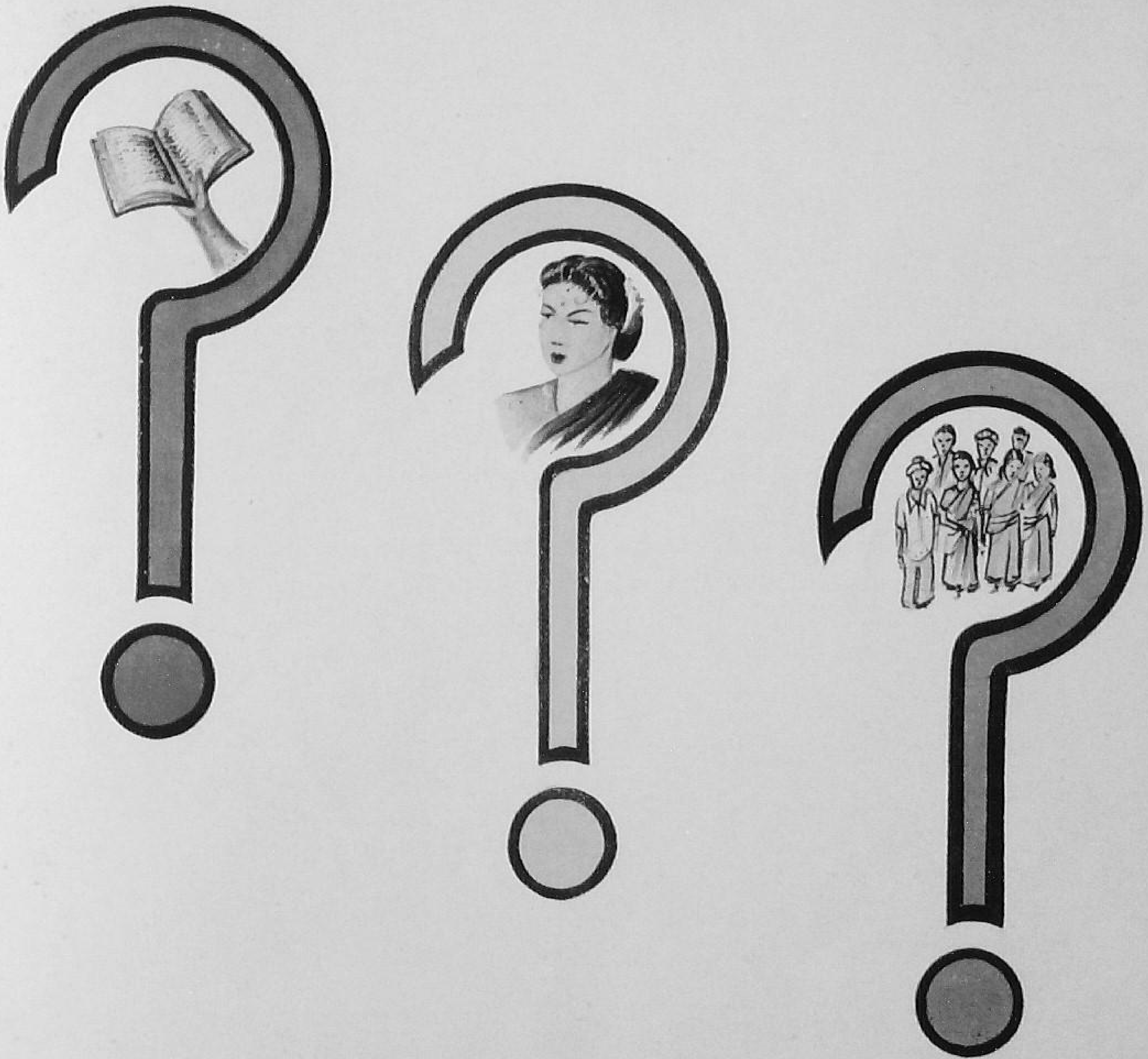
Section 6 :—The need to add to the family income is recognised by everyone. In some cases, the women of the household can sell handicrafts which they learn to make. Some handicrafts are very useful and attractive in the home. Therefore, handicrafts is a part of the training programme.

Section 7 :—Recognising that many village women must work in the field, that diet can be improved and income increased by gardening, poultry, bee-keeping, and dairying,—essential information in agriculture is taught to Home Science Trainees.



Section 8 :—The eighth and last subject of the Home Science Training Programme is Home Science Extension. What is Home Science Extension ? What are the obligations of a Grama Sevika to the village people, to the block staff with whom she is working, to her country, to herself, and how to develop proper and effective working relationships with village people, the block staff, other agencies and with State officials.



FIELD WORK AND EXTENSION SERVICE

Section 1 :—The trainee has finished her 12 months training in the Home Science Wing of the Training Centre. She is going into the village to begin work as a Grama Sevika.

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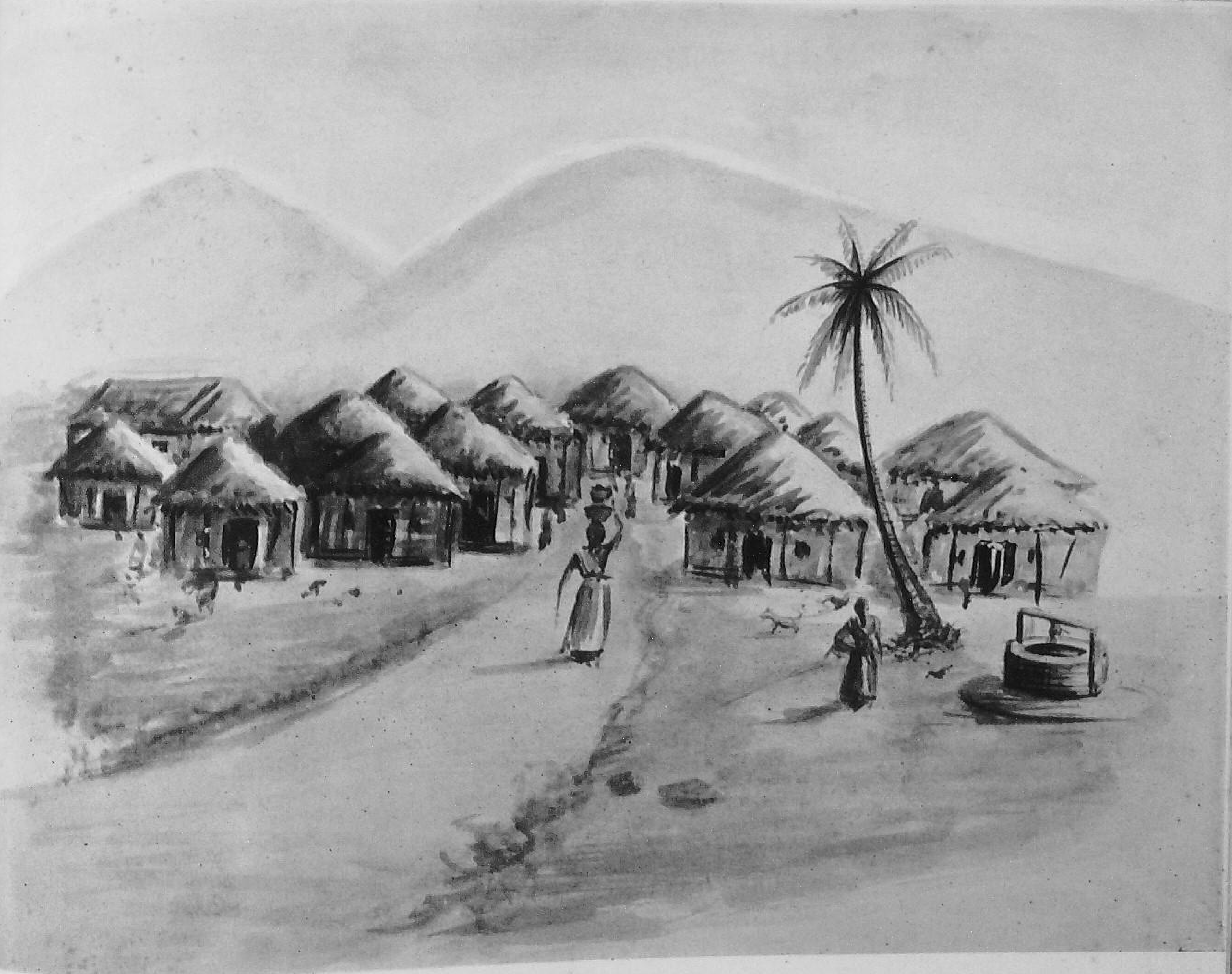
Sections 2 and 3 :—Show an unimproved village. The Grama Sevika first makes friends with the people and observes their problems before she attempts to teach them. She becomes well acquainted with village leaders and block staff, visits village homes, chats with village people as she meets them by plan or by chance.



Section 4 :—Who will she work with in the village ?
How will she work with them ?

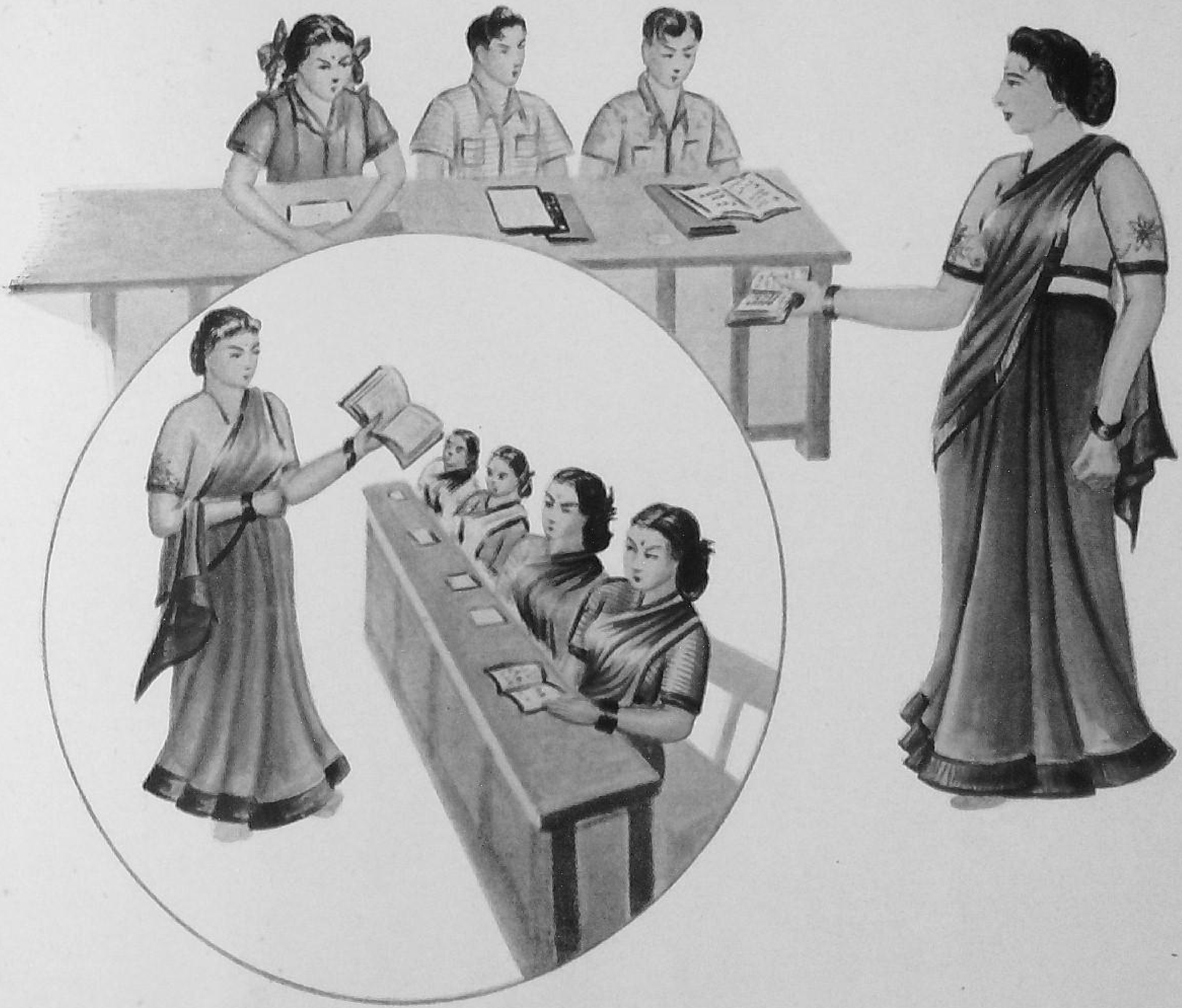
Section 5 :—I. She works with individuals. The Grama Sevika talks with the village woman about how to buy a saree and keep it durable. This village lady becomes a friend to the Grama Sevika. She notices that the Grama Sevika's sarees looked clean, neat and colourful. Her sarees (the village lady) have been wearing out quickly. They look dingy after they are washed. She asks the Grama Sevika to help her. The Grama Sevika goes to the village home and shows her the kind of sarees to buy that will last longer and hold their colour, and talks with her about how to care for them to make them attractive and last longer.

II. Village woman washes her clothes in a dirty pool of water. She has been too busy to go to meetings or to seek the company of the Grama Sevika. She is to see that working on her own, she does not have time to see that she has a problem which may be solved, therefore, she is not interested in going to meetings or in listening to what the Grama Sevika says. However, the Grama Sevika takes a bar of soap from her kit and washes a garment using the soap and squeezing soap and water through garment with her hands many times until all soap and dirt disappears. She shows the woman that it is easier to wash if soap is used, and explains that squeezing the garment with her hands as she washes does not damage materials as much as beating damages them.

III. The Grama Sevika works with a child in his home. He has taken a home project. His home project is to help grow a kitchen garden for the family. She is helping and instructing him to improve the method of growing vegetables.

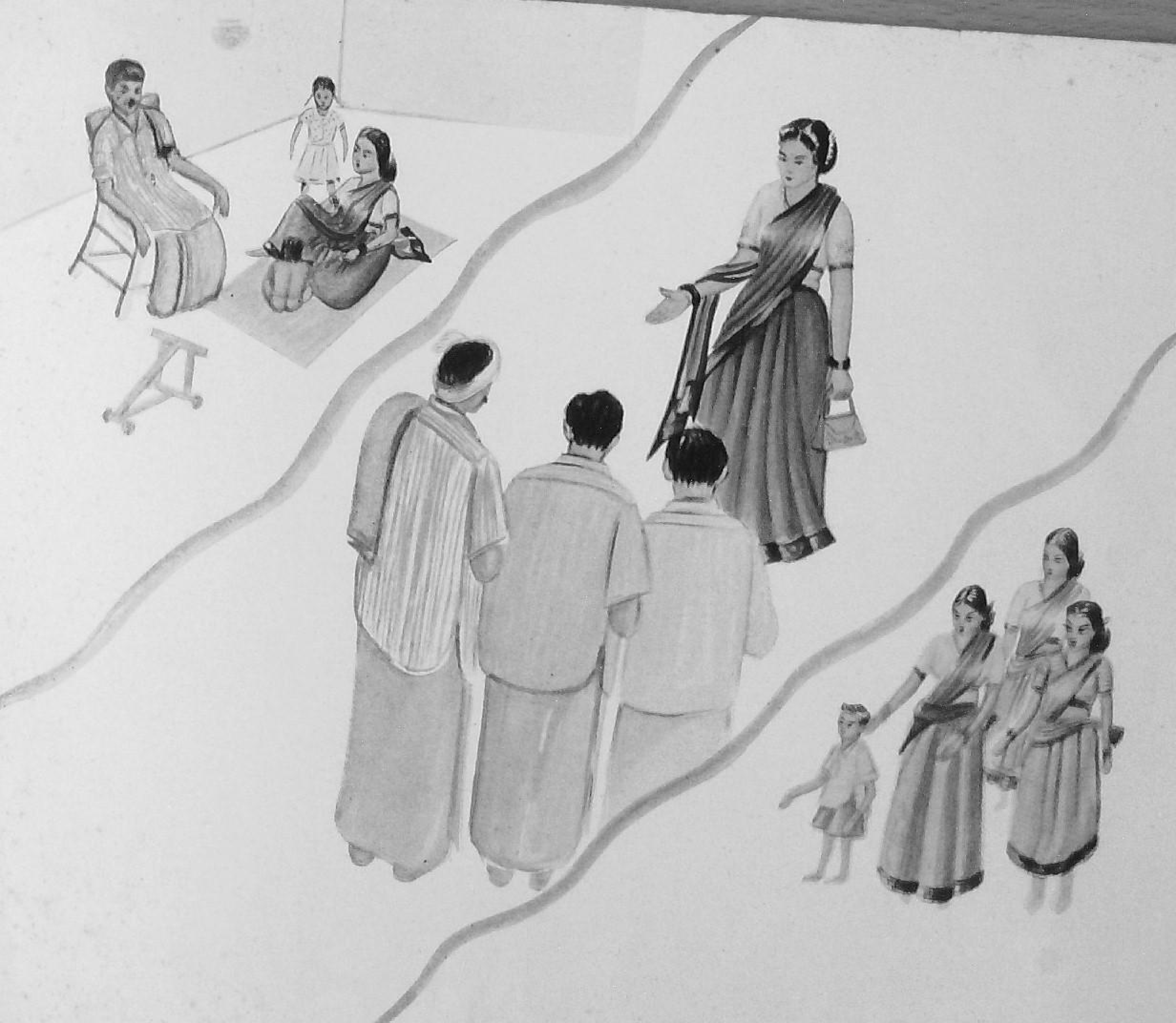
Section 6 :—The Grama Sevika works with women and children in groups. She shows the ladies how to make children's garment. She has a contest among the children on personal cleanliness, she talks to them, discusses with them, gives demonstrations, puppet shows and uses other methods of teaching in a group.

In group teaching, more people can be taught at one time. Also problems which cannot be discussed individually can be discussed in a group, because a group discussion is not singling out any one, therefore, avoids embarrassment.



Section 7 :—The Grama Sevika works on agriculture, co-operatives, cottage industries, and any other problems facing village women, which are not found in the home but are found in the field or village outside the home. She assists in teaching women about the best method of growing rice if it is advisable to do so in her particular environment ; she teaches them the purpose of co-operatives and how their existence helps the family ; she teaches them cottage industries, if such teaching is worthwhile in her environment. She teaches them individually and in groups.

Section 8:—The Grama Sevika works with the family groups—in the home and in the village. Education for the children is, for instance, a problem affecting the whole family. Possibly, the family lives so far from the school that transportation is a problem. Or attending the school is too costly. They talk it over and realise other families have the same problem. The Grama Sevika talks with them and persuades them to come together and discuss the problems in a group. Men, Women and Children meet together. There are some problems which should be met by the family in a unit. There are also problems which can best be solved if family units meet together and work on them in a group, and, of course, there are problems which can best be solved individually and others which at best be solved by small indigenous groups.



SUMMARY

After the Grama Sevika completes training, she goes into the village and gradually becomes acquainted and makes friends. She works individually with friends and with women, who are not interested, whom she meets by chance ; and with the children. She works with women and children in groups. And she works with family units individually in groups.

Her particular problems are the problems of the women and children—in the home and in the field.

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She tries to solve those problems with the help of the guidance and inspiration she derives from the Home Science Wing, where she had her training. In short, "she carries knowledge from Colleges, institutions and laboratories, to rural homes, in a form easily assimilable and applicable by families through extension activities.

"The Grama Sevika bridges the gulf between the home and the institution, teaching Home Science. She studies the needs of rural homes and gives directions to the Home Science institutions regarding the types of instruction required for improving homes. She takes the findings of science to rural homes."

(Tamil version of this pamphlet was prepared by Dr. (Srimathi) Rajammal P. Devadoss, Home Economist, Union Ministry of Food and Agriculture, New Delhi.)

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